

## School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now more confident, resilient and motivated to learn.

The National Improvement Framework updated in 2021 sets out activity the Scottish Government and partners will take to drive improvement for children and young people. Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all learners the best chance of success in life.

## Curriculum for Excellence

### Broad General Education (S1-3) - Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. The curriculum is organised into eight curriculum areas. These are:

Health & Wellbeing

Languages

Social Studies

Technologies

Inter-disciplinary learning

Sciences

Mathematics

Expressive Arts

Religious & Moral Education

The curriculum includes space and opportunity for learning beyond and across subject boundaries.

In recognition of the need for more subject specialist input into learning as pupils progress towards the senior phase (S4-6), pupils will be able to make subject choices at the end of S2 as indicated in our [curriculum model](#) on the school website. In S3, pupils will be able to consider whether, and to what extent, they will continue to deepen their knowledge and interest in particular subjects into qualifications, and at what levels. This will be informed by areas of the curriculum they enjoy, their ambitions for future study and employment, and by where they currently are on their learning pathway. In Castlehead High School pupils also have the entitlement to follow wider achievement courses in Personal Development and Employability. S3-S6 pupils also can undertake the Duke of Edinburgh Award at Bronze, Silver and Gold levels.

The broad general education will include:

- Experiences and outcomes, across all the curriculum areas, up to and including the third level by the end of second year.
- Personalisation and choice during S1-S3, which include choices made in approaches

to learning within the classroom and specialism within curricular areas.

- Recognition of their progress and achievements at the end of S3. Each pupil in addition to a report will produce a Pupil Profile.
- Opportunities for developing skills for learning, life and work, with a continued focus on literacy, numeracy and health and wellbeing.

There are four levels which are organised as below:

Early level	Pre-school – P1
First level	P2 – P4
Second level	P5 – P7
Third and fourth level	S1 – S3

It is important to note that your child may be working at different levels across the curricular areas.

### **The Senior Phase (S4-S6)**

Renfrewshire has developed a curriculum model for senior phase which aims to provide all pupils whatever their individual needs and abilities with:

- An experience which builds on their learning in S1 to S3 with scope to develop their individual potential.
- A broad preparation for adult life, whether their own next stage is further/higher education or employment or volunteering, and for participation in wider society.
- Opportunities to extend their own abilities and interests.
- Opportunities to study at as advanced levels as possible, to a high degree of rigour.
- Opportunities for a range of personal achievements, in or out of school.
- Recognition of achievement, both attainment of qualifications and wider achievement.
- Continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work.

Progression to the senior phase in fourth year will be supported by a senior phase progression programme in April of S3 wherein pupils will identify the seven subjects that they will continue to study in S4. Pupils will be supported in making these choices by their Pupil Support Teacher.

All seven subjects studied will be allocated 4 periods per week in S4. Pupils will be expected to study English and Maths courses as a compulsory element of their S4 curriculum. In Castlehead, in addition to the seven subjects studied pupils will be presented for a SQA Personal Development Award at either National 4 or National 5 level and the SCQF level 4 Employability Award.

In March of S4-5 pupils will be asked to choose the subjects/course they would like to

specialise in further. Pupils will be supported by their Pupil Support Teacher to choose from an offering of SCQF courses at level 5-7 including National 5, Higher and Advanced Higher. Pupils in S5 will study 5 subjects/courses, each subject/course being allocated 6 periods per week. Pupils in S6 are required to follow a minimum of 4 subjects/courses. In addition to the extensive range of courses that we offer in Castlehead High School, pupils in S5-6 can also choose subjects from West College Scotland and through Renfrewshire consortium arrangements. The range of subjects/courses that we offer in Castlehead changes from session to session to ensure that we are offering a curriculum that meets the needs of all learners. Our most recent [senior phase curriculum offering](#) can be viewed on our school website.

The curriculum in the senior phase is broader than the programmes/courses which lead to qualifications. Whilst the opportunity to study for a range of qualifications is a central feature of this phase of education, there are other planned opportunities which include an ongoing entitlement to learning experiences which continue to develop literacy, numeracy, health and wellbeing and skills for life, learning and work.